

SUMMIT PARKWAY MIDDLE

200 Summit Parkway Middle
Columbia, South Carolina 29229

GRADES K-8 Elementary School

ENROLLMENT 1,438 Students

PRINCIPAL Mr. Sig Tanner 803-699-3580

SUPERINTENDENT Stephen W. Hefner, Ed.D. 803-738-3236

BOARD CHAIR William McCracken 803-469-8536

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
25	12	0	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

NO

This school met 23 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

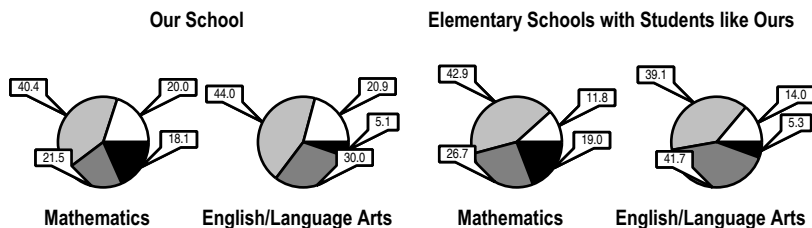
FOR MORE INFORMATION, VISIT WEBSITES AT:





WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned			
Percent satisfied with learning environment			
Percent satisfied with social and physical environment			
Percent satisfied with home/school relations			

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	1,411	98.9	20.9	44.0	30.0	5.1	35.2	17.6
Gender								
Male	721	98.5	25.0	44.8	27.2	3.0	30.2	17.6
Female	690	99.3	16.5	43.1	33.1	7.3	40.4	17.6
Racial/Ethnic Group								
White	602	99.0	10.0	38.9	42.3	8.8	51.1	17.6
African-American	740	98.6	29.5	49.2	19.1	2.3	21.4	17.6
Asian/Pacific Islander	19	100.0	11.8	17.6	64.7	5.9	70.6	17.6
Hispanic	44	100.0	37.5	37.5	25.0	N/A	25.0	17.6
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	1,282	99.1	17.9	44.3	32.2	5.6	37.8	17.6
Disabled	129	96.9	52.3	40.5	7.2	N/A	7.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	1,411	98.9	20.8	43.9	30.1	5.2	35.3	17.6
English Proficiency								
Limited English proficient	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	1,403	98.9	20.2	44.2	30.3	5.2	35.5	17.6
Socio-Economic Status								
Subsidized meals	417	97.8	34.0	48.9	16.2	0.8	17.0	17.6
Full-pay meals	992	99.3	15.2	41.8	35.9	7.0	42.9	17.6

Mathematics								
All students	1,411	99.9	20.0	40.4	21.5	18.1	39.6	15.5
Gender								
Male	721	99.9	19.8	40.8	20.7	18.7	39.4	15.5
Female	690	100.0	20.3	39.9	22.3	17.4	39.8	15.5
Racial/Ethnic Group								
White	602	99.8	8.6	33.7	27.4	30.4	57.8	15.5
African-American	740	100.0	29.0	47.2	17.3	6.5	23.8	15.5
Asian/Pacific Islander	19	100.0	11.8	11.8	17.6	58.8	76.5	15.5
Hispanic	44	100.0	37.5	35.0	7.5	20.0	27.5	15.5
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	1,282	99.9	15.9	41.4	23.2	19.5	42.7	15.5
Disabled	129	100.0	62.8	30.1	3.5	3.5	7.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	1,411	99.9	20.0	40.5	21.5	18.1	39.6	15.5
English Proficiency								
Limited English proficient	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	1,403	99.9	19.5	40.7	21.7	18.2	39.9	15.5
Socio-Economic Status								
Subsidized meals	417	100.0	32.4	45.7	15.9	6.0	21.9	15.5
Full-pay meals	992	99.9	14.7	38.2	23.9	23.2	47.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	22	N/A	N/A	13.6	77.3	9.1	86.4
	Grade 4	22	N/A	4.5	31.8	59.1	4.5	63.6
	Grade 5	22	N/A	N/A	47.6	52.4	N/A	52.4
	Grade 6	375	N/A	16.2	36.2	32.9	14.8	47.7
	Grade 7	417	N/A	13.8	40.2	37.3	8.6	45.9
	Grade 8	411	N/A	16.3	39.7	35.0	9.1	44.1
2003	Grade 3	21	100.0	4.8	28.6	57.1	9.5	66.7
	Grade 4	22	100.0	13.6	27.3	59.1	N/A	59.1
	Grade 5	21	100.0	4.8	52.4	33.3	9.5	42.9
	Grade 6	411	99.0	26.6	35.7	28.0	9.6	37.6
	Grade 7	445	98.9	19.6	50.6	26.8	3.0	29.8
	Grade 8	491	98.6	19.2	45.8	31.7	3.3	35.0

Mathematics								
2002	Grade 3	22	N/A	9.1	40.9	22.7	27.3	50.0
	Grade 4	22	N/A	9.1	31.8	27.3	31.8	59.1
	Grade 5	22	N/A	4.8	23.8	23.8	47.6	71.4
	Grade 6	375	N/A	22.7	37.3	22.5	17.5	40.0
	Grade 7	417	N/A	25.6	38.6	19.2	16.7	35.9
	Grade 8	411	N/A	31.6	46.9	12.3	9.1	21.5
2003	Grade 3	21	100.0	14.3	9.5	33.3	42.9	76.2
	Grade 4	22	100.0	9.1	31.8	36.4	22.7	59.1
	Grade 5	21	100.0	4.8	38.1	33.3	23.8	57.1
	Grade 6	411	100.0	17.2	31.9	28.1	22.9	51.0
	Grade 7	445	100.0	24.1	36.1	20.1	19.7	39.8
	Grade 8	491	99.8	20.2	52.8	15.7	11.3	27.0

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 1,438)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.0%	Up from 1.0%	2.0%	2.4%
Attendance rate	96.1%	Down from 96.7%	96.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	23.9%	Down from 30.1%	28.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.0%	Down from 8.2%	6.7%	8.0%
Older than usual for grade	1.4%	Up from 1.3%	0.6%	1.1%
Suspended or expelled	4.1%	Up from 0.5%	0.0%	0.0%

Teachers (n= 96)				
Teachers with advanced degrees	67.7%	Down from 76.8%	53.6%	50.0%
Continuing contract teachers	82.3%	Up from 81.1%	85.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.3%	Down from 87.4%	88.9%	86.2%
Teacher attendance rate	95.7%	Up from 93.8%	95.7%	95.3%
Average teacher salary	\$42,133	Up 2.0%	\$41,582	\$39,909
Prof. development days/teacher	12.1 days	Up from 8.2 days	10.4 days	11.4 days

School				
Principal's years at school	4.5	Up from 3.5	5.0	4.0
Student-teacher ratio	22.5 to 1	Up from 21.2 to 1	20.8 to 1	18.9 to 1
Prime instructional time	91.0%	Up from 89.2%	91.6%	89.7%
Dollars spent per pupil*	\$5,354	Up 11.3%	\$5,673	\$5,892
Percent spent on teacher salaries*	69.8%	Up from 67.5%	67.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	90.1%	Up from 79.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Students, parents, faculty, and staff at Summit Parkway Middle School and at the Center for Inquiry, a K-5 magnet program, are proud to work together to create an exemplary learning community. As a part of the network of Professional Development Schools, we continue to collaborate with The University of South Carolina by mentoring undergraduate and graduate teaching interns and through publishing, writing grants, and conducting research with USC faculty. This past year, the SC Department of Education recognized both Summit Parkway and CFI. Summit received the Exemplary Writing Award and CFI was recognized with the Palmetto Gold Award. Other notable achievements during this year include:

3 additional teachers became National Board Certified for a total of 15.

4 teachers became National Board Candidates.

100% of CFI teachers eligible for National Board became certified.

Dr. Lyn Mueller, Lead Teacher at CFI, was selected by National Board as the National Elementary Principal for Promoting Accomplished Teaching.

Dr. Arlene Marturano of SPMS was selected as an Honor Roll Teacher for Richland Two's District Teacher of the Year.

The SPMS Band was honored to play at the International Music Band and Orchestra Conference in Chicago, Illinois, and for President Bush.

7 students were selected for All State Band; 20 were selected for Region Band.

54 eighth graders were named as Junior Scholars; 63 seventh graders qualified for the Duke TIP program; 8 received TIP Honor Roll; and, 67% of CFI's fourth and fifth graders qualified for the Duke MAP program.

Managing our growth while maintaining our current student/teacher ratios and excellent educational programs continues to be our focus. Four portables were added to increase instructional space along with the addition of a computer lab at SPMS. Important curricular highlights at SPMS include: successful transition from a traditional to a block schedule; the addition of seventh grade to the AVID program; and, extensive updates to the school's Web site making it a valuable resource for parents, students, and the community. Updates include online resources, summer reading information, a school tour, and an online weekly newsletter. Additionally, over 500 copies of software programs for reinforcing reading, math, and language arts skills were sent home with students. CFI's inquiry curriculum continues to be a national model, hosting hundreds of visitors each year. As well, their curriculum, faculty, and staff were featured nationally through publications, presentations, and an ETV professional video series. SPMS and CFI are proud to provide educational excellence for their students.

Mr. Sig Tanner, Principal

Dr. Lyn Z. Mueller, Lead Teacher, Center for Inquiry

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.